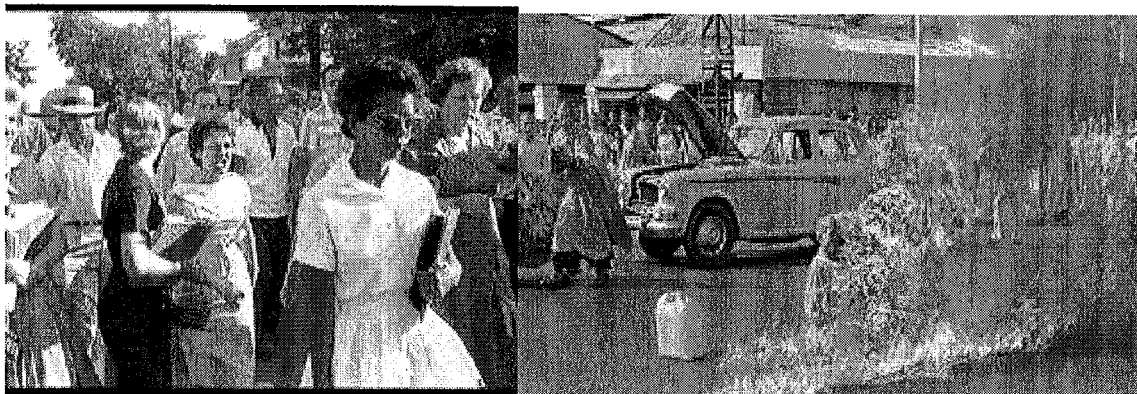


CIVIL RIGHTS & VIETNAM



NAME _____

PERIOD _____

Rosa Parks

US History

Name: _____

Biography:

At a Glance –

Bold responses to racial injustice by Rosa Parks triggered much of the civil rights movement that ended public segregation. Through her courageousness, she has been labeled by many as “the mother of the civil rights movement.”

~ Glencoe American Biographies

“Growing up in Pine Level, Alabama, Rosa Louise McCauley was raised on a farm with her younger brother. At about age 11, Rosa started attending Montgomery Institute, an all-girls school that stressed self-worth to young women. She furthered her education by attending Alabama State Teachers College, then married Raymond Parks.

The Parkses worked for the National Association for the Advancement of Colored People (NAACP), an association that tried to secure full civil and political rights for African Americans. With other members of the NAACP, the Parkses tried to improve conditions for African Americans in the segregated South, but the organization’s message was often ignored.

One evening in 1955, after a long day of work, Parks boarded a public bus for a ride home. After the seats had filled, a white man requested that Parks get up so he could sit in her place. Parks refused to move. The white bus driver then tried to order her to the back of the bus. Still Parks remained in her seat. Finally, she was forced to move by other bus riders.

Because of her resistance, Parks was arrested, fined, jailed, and brought to trial. This caused an outcry among African Americans. Under the leadership of a young Dr. Martin Luther King, Jr., African Americans boycotted (refused to use) the Montgomery public bus system. Instead, to get to their destinations they walked or carpooled with each other, meeting at homes, workplaces, and churches. The Montgomery bus boycott caused the public bus system to rapidly lose money due to a lack of passengers. In 1956 the Supreme Court outlawed segregation on all public transportation. The boycott was a success.

The reason Parks refused to give up her seat is usually attached to her being *physically* tired. Parks herself gives a different meaning to the word ‘tired.’ Parks says that she was tired of the treatment she and other African Americans received daily through racism and segregation. ‘I remember going to sleep as a girl and hearing the [Ku Klux] Klan ride at night and hearing a lynching and being afraid the house would burn down...Our mistreatment was not right and I was tired of it.’

Although she is honored and recognized all over the world for her stand against segregation, Parks is careful to say that she did not stand alone, 'I am still uncomfortable with the credit given to me for starting the bus boycott. I would like [people] to know that I was not the only person involved. I was just one of many...'

Today Rosa Parks spends her time preparing meals, going to church, and visiting people in hospitals. In 1999 she was awarded the Congressional Gold Medal of Honor, the highest honor a civilian can receive in the United States. Parks continues to strive to better the lives of others. 'I would like to be known as a person who is concerned about freedom and equality and justice and prosperity for all people.'"

Questions:

- 1- Describe Rosa Parks in her younger years.

- 2- What is the NAACP?

- 3- How do you think Rosa Parks' involvement in the NAACP changed her point of view?

- 4- What experience did Parks have that triggered the bus boycott?

- 5- Why did Ms. Parks refuse to give up her seat that day on the bus?

- 6- How did Supreme Court's ruling on the bus boycott affect segregated public transportation?

- 7- How did Rosa Parks view the recognition she received for her actions in the civil rights movement?

- 8- Why is Rosa Parks considered the mother of the civil rights movement?

- 9- Describe Rosa Parks in her older years.

- 10- Why was Rosa Parks a great American hero?



"Each person must live their life as a model for others."
~ Rosa Parks

Activity 5: Cartoon Analysis

Mike Keefe THE DENVER POST 2005



Mike Keefe | The Denver Post

Questions:

- 1- Who is the woman boarding the bus?

- 2- Who is welcoming her on the bus?

- 3- What does the individual welcoming her say?

- 4- Where is the woman going?

- 5- What is the cartoonist saying about the woman now that she has passed?

- 6- What did the woman do in the 1950s?

- 7- What did the woman's actions start?

- 8- How did the Montgomery bus boycott change the South?

- 9- Why is this woman considered a great American hero?

- 10- How does the cartoonist feel about this woman?

Civil Rights

US History

Name: _____

"In 1890, Louisiana passed a law requiring railroads to provide 'equal but separate accommodations for the white and colored races.' In the *Plessy v. Ferguson* case of 1896, the Supreme Court ruled that this 'separate but equal' law did not violate the Fourteenth Amendment, which guarantees all Americans equal treatment under the law. Armed with the *Plessy* decision, states throughout the nation, but especially in the South, passed what were known as Jim Crow laws, aimed at separating the races. After the Civil War, some African Americans tried to escape Southern racism by moving north. This migration of Southern African Americans speeded up greatly during World War I, as many African-American sharecroppers abandoned farms for the promise of industrial jobs in Northern cities. However, they discovered racial prejudice and segregation there, too.

In many ways, the events of World War II set the stage for the civil rights movement. First, the demand for soldiers in the early 1940s created a shortage of white male laborers. That labor shortage opened up new job opportunities for African Americans, Latinos, and white women. Second, nearly one million African Americans served in the armed forces, which needed so many fighting men that they had to end their discriminatory policies. Many African-American soldiers returned from the war determined to fight for their own freedom now that they had helped defeat fascist regimes overseas. Third, during the war, civil rights organizations actively campaigned for African-American voting rights and challenged Jim Crow laws.

The desegregation campaign was led largely by the NAACP, which had fought since 1909 to end segregation. One influential figure in this campaign was Charles Hamilton Houston, a brilliant Howard University law professor. In deciding the NAACP's legal strategy, Houston focused on the inequality between the separate schools that many states provided. At that time, the nation spent ten times as much money educating a white child as an African-American child. Thus, Houston focused the organization's limited resources on challenging the most glaring inequalities of segregated public education. In 1938, he placed a team of his best law students under the direction of Thurgood Marshall. Over the next 23 years, Marshall and his NAACP lawyers would win 29 out of 32 cases argued before the Supreme Court. Marshall's most stunning victory came on May 17, 1954, in the case known as *Brown v. Board of Education of Topeka*. In this case, the father of eight-year-old Linda Brown had charged the board of education of Topeka, Kansas, with violating Linda's rights by denying her admission to an all-white elementary school four blocks from her house. The nearest all-black elementary school was 21 blocks away. In a landmark verdict, the Supreme Court unanimously struck down segregation in schooling as an unconstitutional violation of the Fourteenth Amendment's Equal Protection Clause. Chief Justice Earl Warren wrote that, '[I]n the field of public education, the doctrine of separate but equal has no place.' The *Brown* decision was relevant for some 12 million schoolchildren in 21 states." ~ *The Americans*

1. This Supreme Court case ended segregation in public schools
(1) *Marbury v. Madison*
(2) *Brown v. Board of Education of Topeka*

2. The leading lawyer in the *Brown v. Board of Education* case was
(1) Thurgood Marshall
(2) Dwight D. Eisenhower

Civil Rights

US History

Name: _____

Do Now:

“One of the most important developments of the 1950s and 1960s was the struggle for equal rights by African Americans. The Civil Rights Movement was major turning point in the history of American society. Women, other ethnic minorities, the disabled, and youths all followed the trail-blazing efforts of the Civil Rights Movement in making America a more open and pluralistic society...Indeed, it seemed ironic for America to pose as the defender of freedom throughout the world, while denying equality at home.

Jackie Robinson and Crossing the ‘Color Line’:

- In 1947, Jackie Robinson became the first African-American baseball player to cross the ‘color line’ and join the major leagues
- In 1948, President Truman ordered the desegregation of the armed forces

Brown v. Board of Education, 1954:

- Chief Justice Earl Warren wrote the unanimous decision, ruling that segregation in public schools was unconstitutional
- ‘Separate-but-equal has no place in the field of public education. Separate educational facilities are *inherently* unequal.’
- In Arkansas, the governor refused to provide special protection to nine black students attending an all-white high school in Little Rock
- President Eisenhower ordered federal troops to Little Rock to ensure that the students could attend the school

Dr. Martin Luther King Jr.:

- A Baptist minister, Dr. King emerged in the late 1950s as the main leader
- Like Gandhi before him, King believed in non-violence – that passive resistance to unjust laws could change the attitudes of oppressors.
- King carried out this resistance through civil disobedience – if the government passed an unjust law, people should break the law and face the consequences

Montgomery Bus Boycott, 1955-1956:

- In the 1950s, old ‘Jim Crow’ laws in Southern states still prevented African Americans from sharing restaurants, water fountains, or public buses with whites.
- When Rosa Parks, a seamstress, was arrested in Montgomery, Alabama, for refusing to give up her seat on a bus to a white passenger, local black leaders began a 13-month boycott of the city’s public buses.
- Dr. King emerged as the leader of the boycott.

Sit-Ins and Freedom Rides in the South, 1960 – 1961:

- In 1960, African-American students held a ‘sit-in’ at a ‘Whites Only’ lunch counter in North Carolina
- In 1961, interracial groups rode buses in Freedom Rides throughout the South
- The Freedom Riders sought to create confrontations in hope that the federal government would intervene

~ The Key to Understanding U.S. History

1- What was one of the most important developments of the 1950s and 1960s?

2- Who was Jackie Robinson and why was he significant?

- 3- What did President Truman order in 1948?

- 4- Why was Brown v. the Board of Education a significant Supreme Court case?

- 5- What happened in Little Rock, Arkansas?

- 6- What did the governor of Little Rock fail to do?

- 7- Why did President Eisenhower order federal troops to Little Rock?

- 8- Who was Dr. Martin Luther King Jr. and what did he believe?

- 9- Define civil disobedience.

- 10- Define nonviolence.

- 11- Who was Rosa Parks and why was she significant?

- 12- Identify several facts about the Montgomery Bus Boycott.

- 13- What was "Jim Crow" segregation?

- 14- How did the Civil Rights Movement challenge "Jim Crow" segregation?

- 15- Describe the sit-in that occurred in 1960.

- 16- What were the Freedom Rides?

- 17- Why did the Freedom Riders often face violence and death?

- 18- When Dr. King led a march in Birmingham, Alabama, in opposition to segregation, he was arrested. He wrote a "Letter from a Birmingham Jail" explaining why African Americans could no longer patiently wait for their constitutional rights. Why do you think African Americans could no longer wait for their constitutional rights?

- 19- In 1963, Dr. King and other Civil Rights leaders called for a March on Washington in support of a new Civil Rights bill pending in Congress. A quarter of a million people attended the march. Dr. King gave his famous "I Have a Dream" Speech. What do you think was Dr. King's dream?

- 20- As a result of the March on Washington and the assassination of President Kennedy, President Johnson pushed a bill through Congress. The act prohibited discrimination based on race, color, religion, or ethnic origin in hotels, restaurants, and in places of employment doing business with federal government or engaged in interstate commerce. This Civil Rights Act of 1964 was a turning point. Why?

1. Which action designed to oppose a political or business policy is closest to the approach used by Martin Luther King, Jr.?
 - (1) a war protester accepting a jail term rather than registering for the draft
 - (2) a union picketer assaulting a strikebreaker
 - (3) a government employee resisting arrest for failure to pay income taxes
 - (4) dissatisfied workers destroying machinery in their factory

 2. The major goal of the civil rights movement of the 1960's was to
 - (1) establish a separate political state for African Americans
 - (2) gain passage of an equal rights amendment to the Constitution
 - (3) end segregation based on race
 - (4) permit unlimited immigration to the United States

 3. An original purpose of affirmative action programs was to
 - (1) increase educational and employment opportunities for women and minorities
 - (2) improve the American economy by guaranteeing that employees will be highly skilled
 - (3) decrease social welfare costs by requiring recipients of public assistance to work
 - (4) reduce the Federal deficit by increasing government efficiency

 4. When necessary to achieve justice, which method did Martin Luther King, Jr., urge his followers to employ?
 - (1) using violence to bring about political change
 - (2) engaging in civil disobedience
 - (3) leaving any community in which racism is practiced
 - (4) demanding that Congress pay reparations to African Americans

 5. When President Dwight D. Eisenhower sent Federal troops to Little Rock, Arkansas, during the 1957 school integration crisis, he was exercising his constitutional power as
 - (1) Chief Legislator
 - (2) Commander-in-Chief
 - (3) Chief Diplomat
 - (4) Head of State
- “Separate educational facilities are inherently unequal.”
-Brown v. Board of Education
6. The effect of this Supreme Court ruling was to
 - (1) establish affirmative action programs in higher education
 - (2) require the integration of public schools
 - (3) desegregate the armed forces and the military academies
 - (4) force states to spend an equal amount on each public school student

Spotlight: On the Road to Equal Voting Rights

- In 1965, Dr. King went to Selma, Alabama, to organize a march demanding the vote for African Americans.
 - a) When demonstrators were attacked, President Johnson reacted by introducing a voting rights bill
 - 1- The Voting Rights Act of 1965 ended poll taxes, suspended literacy tests where they were used to prevent African Americans from voting, and led to a substantial increase in the number of African-American voters.
- The Twenty-Fourth Amendment, 1964
 - a) Eliminated poll taxes in federal elections

Questions:

1- What did Dr. King organize in 1965?

2- Why did Dr. King organize this?

3- What happened to demonstrators?

4- How did President Johnson react?

5- What was the Voting Rights Act?

6- What was the Twenty-Fourth Amendment?

Primary Source: Excerpt from Dr. King's Letter from a Birmingham Jail, 1963

"You may well ask: 'Why direct action? Why sit ins, marches and so forth? Isn't negotiation a better path?' You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word 'tension.' I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension which is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half truths to the unfettered realm of creative analysis and objective appraisal, so must we see the need for nonviolent gadflies to create the kind of tension in society that will help men rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood. The purpose of our direct action program is to create a situation so crisis packed that it will inevitably open the door to negotiation. I therefore concur with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue."

1- Why does Dr. King believe in nonviolent action?

2- Why does Dr. King believe nonviolent action is necessary for growth?

3- According to Dr. King, what does the South need?

Analyze the following images:



"MY DADDY SAID THEY DIDN'T SEEM TO MIND SERVING HIM ON THE ANZIO BEACH HEAD. BUT I GUESS THEY WASN'T GETTING ALONG SO GOOD WITH THEM NAZIS THEN."

Explain the meaning of the image.



Explain the meaning of the political cartoon.

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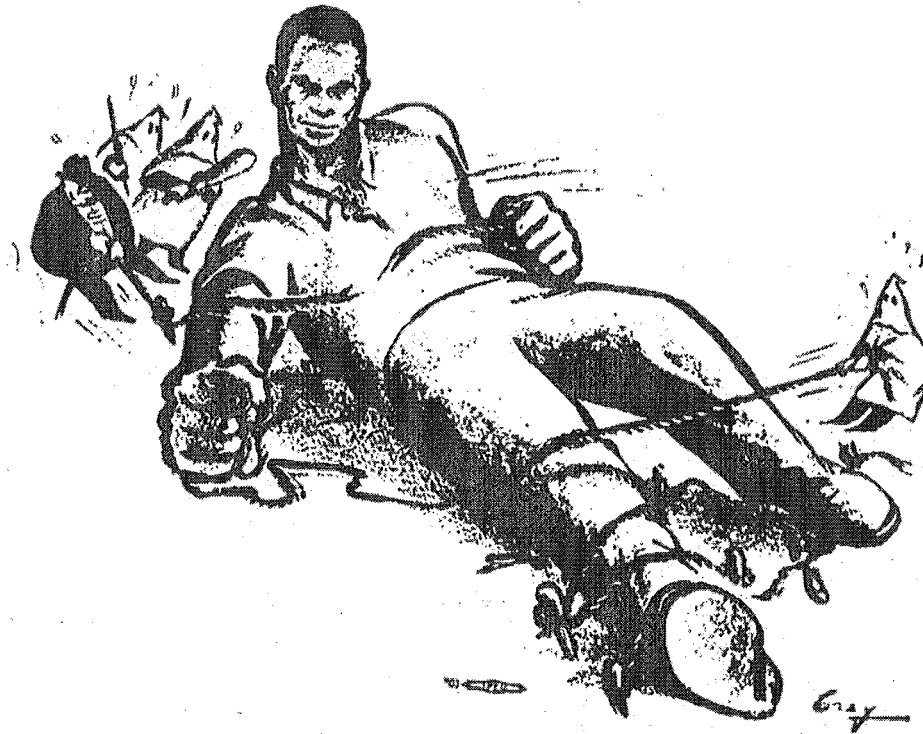
Freedom Rides

US History

Name: _____

Analyzing Images:

Freedom is Rising in the South



- 1- Who are the individuals trying to keep the man tied down in the political cartoon?

- 2- What is the Ku Klux Klan?

- 3- What is the man in the political cartoon attempting to do?

- 4- How does the cartoonist reveal his belief that the man will succeed?

- 5- What happened in the South after Reconstruction [Previous Knowledge]?

- 6- Describe Jim Crow segregation in the South [Previous Knowledge].

- 7- What was the outcome of the Supreme Court case – Plessy v. Ferguson?

- 8- Why did many Americans believe that the outcome of the Plessy v. Ferguson case was unjust?

Historical Context: Challenge to Segregation – The Freedom Riders:

“In 1946 the U.S. Supreme Court banned segregation in interstate bus travel. A year later the Congress of Racial Equality (CORE) and the Fellowship of Reconciliation tested the ruling by staging the Journey of Reconciliation, on which an interracial group of activists

rode together on a bus through the upper South, though fearful of journeying to the Deep South. Following this example and responding to the Supreme Court's *Boynton v. Virginia* decision of 1960, which extended the earlier ruling to include bus terminals, restrooms, and other facilities associated with interstate travel, a group of seven African Americans and six whites left Washington, D.C., on May 4, 1961, on a Freedom Ride in two buses bound for New Orleans. Convinced that segregationists in the South would violently protest this exercise of their constitutional right, the Freedom Riders hoped to provoke the federal government into enforcing the *Boynton* decision. When they stopped along the way, white riders used facilities designated for blacks and vice versa.

The Freedom Riders encountered violence in South Carolina, but in Alabama the reaction was much more severe. On May 14, upon stopping outside Anniston to change a slashed tire, one bus was firebombed and the Freedom Riders were beaten. Arriving in Birmingham, the second bus was similarly attacked and the passengers beaten. In both cases law enforcement was suspiciously late in responding. Although the original Riders were unable to find a bus line to carry them farther, a second group of 10, originating in Nashville and partly organized by the Student Nonviolent Coordinating Committee (SNCC), renewed the effort. Undeterred by being arrested in Birmingham and transported back to Tennessee, the new Freedom Riders returned to Birmingham and, at the behest of U.S. Attorney General Robert F. Kennedy, secured a bus and protection from the State Highway Patrol as they traveled to Montgomery, where, when local police failed to protect them, they were again beaten.

Thereafter National Guard support was provided when 27 Freedom Riders continued on to Jackson, Mississippi, only to be arrested and jailed. On May 29 Kennedy ordered the Interstate Commerce Commission to enforce even stricter guidelines banning segregation in interstate travel. Still, Freedom Riders continued to travel by public transportation in the South until that dictate took effect in September."

~ Britannica

Questions:

- 1- What did the U.S. Supreme Court ban in 1946?

- 2- What did activists do a year later?

- 3- Why do you think these activists did not travel to the Deep South?

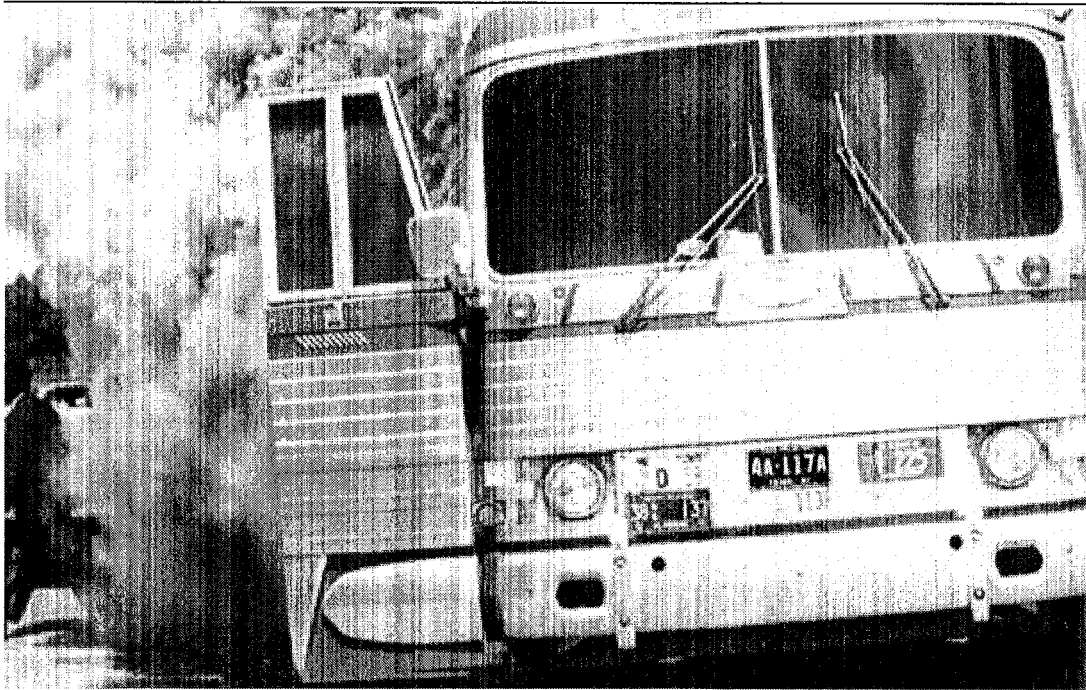
- 4- What did the Supreme Court rule in the *Boynton v. Virginia* decision of 1960?

- 5- What was the Freedom Ride of May 4, 1961?

- 6- What were the Freedom Riders convinced would happen when they arrived in the South?

- 7- What did the Freedom Riders hope to provoke?

- 8- What would white Freedom Riders and black Freedom Riders do when they stopped along the way?
-
- 9- In what state did the Freedom Riders encounter the worst violence?
-
- 10- What happened on May 14, 1961?
-
- 11- What happened to the second bus when it arrived in Birmingham, Alabama?
-
- 12- Who was suspiciously late in arriving during these acts of profound violence?
-
- 13- Why do you think these individuals were suspiciously late in arriving?
-
- 14- What was SNCC?
-
- 15- What did the new freedom riders do and what happened to them?
-
- 16- Why was National Guard support provided?
-
- 17- What did President Kennedy order the Interstate Commerce Commission to do on May 29, 1961?
-



Background to the Primary Source:

~ Selected Case Studies in American History

May 14, 1961, began as a quiet Mother's Day in northern Alabama. Yet, some very violent events were to take place there before the holiday was over. According to James Peck here is what happened:

1. The major goal of the civil rights movement of the 1960's was to
 - (1) establish a separate political state for African Americans
 - (2) gain passage of an equal rights amendment to the Constitution
 - (3) end segregation based on race
 - (4) permit unlimited immigration to the United States

 2. The Civil Rights Act of 1964 was passed in an effort to correct
 - (1) racial and gender discrimination
 - (2) limitations on freedom of speech
 - (3) unfair immigration quotas
 - (4) segregation in the armed forces

 3. After the passage of the 13th, 14th, and 15th amendments, African Americans continued to experience political and economic oppression mainly because
 - (1) the amendments were not intended to solve their problems
 - (2) many African Americans distrusted the Federal Government
 - (3) Southern legislatures enacted Jim Crow laws
 - (4) poor communications kept people from learning about their legal rights

 4. The abolitionist movement, the women's suffrage movement, and the 1960's civil rights movement are all examples of reform efforts that
 - (1) succeeded without causing major controversy
 - (2) developed significant popular support
 - (3) achieved their goals without government action
 - (4) failed to affect the nation as a whole

 5. Lunch counter sit-ins and the actions of freedom riders are examples of
 - (1) steps taken in support of the Americans with Disabilities Act
 - (2) programs dealing with affirmative action
 - (3) violent acts by the Black Panthers
 - (4) nonviolent attempts to oppose segregation

 6. During the civil rights movement of the 1960s, activities of the Congress of Racial Equality, the National Urban League, and the National Association for the Advancement of Colored People (NAACP) illustrated that
 - (1) all civil rights groups use the same tactics
 - (2) different approaches can be used to achieve a common goal
 - (3) organizational differences usually lead to failure
 - (4) violence is the best tool for achieving social change

 7. The Civil Rights Act of 1964 was passed in an effort to correct
 - (1) racial and gender discrimination
 - (2) limitations on freedom of speech
 - (3) unfair immigration quotas
 - (4) segregation in the armed forces

 8. "I would agree with Saint Augustine that 'An unjust law is no law at all.' "
- ~ Dr. Martin Luther King, Jr. "Letter From Birmingham City Jail"
- This statement was used by Dr. King to show support for
- (1) Social Darwinism
 - (2) Jim Crow laws
 - (3) separation of church and state
 - (4) civil disobedience

Power to the People

US History

Name: _____

"In the mid-1960s, clashes between white authority and black civilians spread like wildfire. In New York City in July 1964, an encounter between white police and African-American teenagers ended in the death of a 15-year-old student. This sparked a race riot in central Harlem. On August 11, 1965, only five days after President Johnson signed the Voting Rights Act into law, one of the worst race riots in the nation's history raged through the streets of Watts, a predominantly African-American neighborhood in Los Angeles. Thirty-four people were killed, and hundreds of millions of dollars worth of property was destroyed. The next year, 1966, saw even more racial disturbances, and in 1967 alone, riots and violent clashes took place in more than 100 cities. The African-American rage baffled many whites. 'Why would blacks turn to violence after winning so many victories in the South?' they wondered. Some realized that what African Americans wanted and needed was economic equality of opportunity in jobs, housing, and education.

The anger that sent rioters into the streets stemmed in part from African-American leaders who urged their followers to take complete control of their communities, livelihoods, and culture. One such leader, Malcolm X, declared to a Harlem audience, 'If you think we are here to tell you to love the white man, you have come to the wrong place.' Malcolm X, born Malcolm Little, went to jail at age 20 for burglary. While in prison, he studied the teachings of Elijah Muhammad, the head of the Nation of Islam, or the Black Muslims. Malcolm changed his name to Malcolm X (dropping what he called his 'slave name') and, after his release from prison in 1952, became an Islamic minister. As he gained a following, the brilliant thinker and engaging speaker openly preached Elijah Muhammad's views that whites were the cause of the black condition and that blacks should separate from white society. In March 1964, Malcolm broke with Elijah Muhammad over differences in strategy and doctrine and formed another Muslim organization. One month later, he embarked on a pilgrimage to Mecca, in Saudi Arabia, a trip required of followers of orthodox Islam. In Mecca, he learned that orthodox Islam preached racial equality, and he worshiped alongside people from many countries. When he returned to the United States, his attitude toward whites had changed radically. He explained his new slogan, 'Ballots or bullets,' to a follower: 'Well, if you and I don't use the ballot, we're going to be forced to use the bullet. So let us try the ballot.' Because of his split with the Black Muslims, Malcolm believed his life might be in danger. 'No one can get out without trouble,' he confided. On February 21, 1965, while giving a speech in Harlem, the 39-year-old Malcolm X was shot and killed.

In early June of 1966, tensions that had been building between SNCC and the other civil rights groups finally erupted in Mississippi. Black Power, Carmichael said, was a 'call for black people to begin to define their own goals . . . [and] to lead their own organizations.' Dr. King urged him to stop using the phrase because he believed it would provoke African Americans to violence and antagonize whites. Carmichael refused and urged SNCC to stop recruiting whites and to focus on developing African-American pride." ~ *The Americans*

1. Malcolm X left the Nation of Islam

(1) After his pilgrimage to Mecca

(2) Before his pilgrimage to Mecca

2. Black Power meant

(1) pride and empowerment

(2) nonviolence and integration

The Ghettos Erupt, 1965 – 1968:

- In the North, African Americans faced segregation based on residential living patterns; Many African Americans were confined to decaying inner cities
- In 1968, Dr. Martin Luther King was assassinated in Memphis, Tennessee
- African American frustration erupted in a series of riots that shook Northern cities three summers in a row
- The Kerner Commission concluded that the lack of job opportunities for African Americans, urban poverty, and racism were the chief factors for the riots

The Black Power Movement:

- New militants believed in Black Power – that African Americans should use their votes to win concessions from government and that they should control their own communities, patronize their own businesses, and free themselves from domination
- Advocates believed that they should be proud of themselves and that “Black is Beautiful”
- New groups challenged the leadership of traditional, non-violent organizations like the NAACP
 - a) The Student Non-Violent Coordinating Committee (SNCC) barred white participation
 - b) Black Muslims believed Islam should be the religion of African Americans
 - c) Black Panthers demanded reparations to the black community

Malcolm X:

- A leading black Muslim, questioned Dr. King’s policy of non-violent resistance
- He urged African Americans to obtain control of their own businesses and communities; he was assassinated by rival black Muslims in 1965

Native American Indians:

- Under the slogan “Red Power,” Native American Indians formed the American Indian Movement
- Sought greater pride and respect for their heritage
- Introduced the term “Native American” and protested racial biases and stereotypes commonly found in textbooks, television, and movies
- Dramatized the plight of Native American Indians by temporarily occupying government monuments like Alcatraz Island and Wounded Knee, South Dakota

~ The Key to Understanding U.S. History and Government

1- What is a ghetto?

2- Why did many African Americans live in ghettos in the North?

3- What happened in the late sixties in some ghettos?

4- Why did this happen?

5- Explain “Black Power.”

6- Explain “Black is Beautiful.”

- 7- What did the Student Non-Violent Coordinating Committee bar?
-
- 8- What did Black Muslims believe?
-
- 9- What did Black Panthers want?
-
- 10- Define reparations.
-
- 11- Who was Malcolm X?
-
- 12- What did Malcolm X believe?
-
- 13- What happened to Malcolm X and Dr. Martin Luther King?
-
- 14- What does "Red Power" mean?
-
- 15- What did Native American Indians want in the sixties?
-
- 16- What organization did Native American Indians form in the sixties?
-
- 17- What did the American Indian Movement do to dramatize the plight of Native American Indians?
-



Explain the meaning of the political cartoon.

What shapes the public's perception of diverse groups in the United States?

1. After the passage of the 13th, 14th, and 15th amendments, African Americans continued to experience political and economic oppression mainly because
 - (1) the amendments were not intended to solve their problems
 - (2) many African Americans distrusted the Federal Government
 - (3) Southern legislatures enacted Jim Crow laws
 - (4) poor communications kept people from learning about their legal rights

2.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident; that all men are created equal.'" — Martin Luther King, Jr. Washington, D.C., 1963, March on Washington

Which step was taken following this speech to advance the dream of Martin Luther King, Jr.?

- (1) desegregation of the Armed Forces
- (2) ruling in Plessy v. Ferguson
- (3) elimination of the Ku Klux Klan
- (4) passage of new civil rights acts

3. Cesar Chavez created the United Farm Workers Organization Committee (UFWOC) in 1966 primarily to

- (1) secure voting rights for Mexican Americans
- (2) improve working conditions for migrant laborers
- (3) provide legal assistance to illegal aliens
- (4) increase farm income

4. Filibusters were used by United States Senators from the South in the 1950s and 1960s to

- (1) block passage of civil rights bills
- (2) protest United States involvement in Vietnam
- (3) override presidential vetoes of environmental bills
- (4) gain approval of presidential appointments to the Supreme Court

5. During the civil rights movement of the 1960s, activities of the Congress of Racial Equality, the National Urban League, and the National Association for the Advancement of Colored People (NAACP) illustrated that

- (1) all civil rights groups use the same tactics
- (2) different approaches can be used to achieve a common goal
- (3) organizational differences usually lead to failure
- (4) violence is the best tool for achieving social change

6. Lunch counter sit-ins and the actions of freedom riders are examples of

- (1) steps taken in support of the Americans with Disabilities Act
- (2) programs dealing with affirmative action
- (3) violent acts by the Black Panthers
- (4) nonviolent attempts to oppose segregation

P.S Definition: Filibuster

"Informal term for any attempt to block or delay Senate action on a bill or other matter by debating it at length, by offering numerous procedural motions, or by any other delaying or obstructive actions."

~ senate.gov

VIETNAM WAR OVERVIEW

NAME _____

The Vietnam War is likely the most problematic of all the wars in American history. It was a morally ambiguous conflict from the start, ostensibly a war against Communism yet also a war to suppress nationalist self-determination. The war was rife with paradoxes: in the name of protecting democracy, the United States propped up a dictatorial regime in South Vietnam; later in the war, the U.S. military was destroying villages in order to "save" them. Because U.S. objectives were often poorly defined during the course of the war, U.S. policy often meandered: indeed, the United States would "Americanize" the war only to "Vietnamize" it five years later. Not surprisingly, a profound sense of confusion pervaded the entire conflict: the American media sometimes represented tactical victories as terrible defeats, while the U.S. military kept meticulous enemy body counts without any clear method of distinguishing the bodies of the hostile Viet Cong from those of the friendly South Vietnamese.

The U.S. involvement in Vietnam is inseparable from the larger context of the Cold War. Ever since the end of World War II, the United States and Soviet Union had been in the midst of a worldwide struggle for spheres of influence, each superpower wanting to exert cultural, political, and ideological control over various regions of the globe. At the same time, the United States and the USSR each wanted to stop the other country from gaining any such spheres. Southeast Asia in general, and Vietnam in particular, were important spheres of influence in the minds of both U.S. and Soviet leaders. With the "fall" of North Vietnam to Communism in 1954, the United States became committed to stopping the further spread of Communism in the region.

The escalation period of the Vietnam War, from 1955 to 1965, mirrored the Cold War in that the United States and USSR avoided direct conflict—and thereby the possibility of nuclear war—by operating through proxy governments and forces. Unfortunately for the United States, the U.S.-backed South Vietnamese government was weak and corrupt, while the Soviet-backed North Vietnamese government was a fiercely proud and independent group of nationalists willing to fight endlessly against foreign dominance and for Vietnamese unification.

The United States further antagonized the North Vietnamese by stepping into the power void that France, the former colonial power in Vietnam, had left behind. In its zeal to battle Communism, the United States essentially ended up assuming the hated role of imperial master in Vietnam. As a result, when the United States sent troops into the territory in the mid-1960s, they found a far different situation than any other they had faced up to that point in the Cold War. Instead of its usual tentative dance of brinksmanship with the USSR, the United States suddenly faced an enemy that believed deeply in its nationalist as well as Communist cause and implacably hated U.S. intervention.

Although Lyndon Johnson originally believed that the commitment of U.S. troops would save South Vietnam from Communist oppression, his policy of escalation, combined with Richard Nixon's later bombing campaigns, effectively destroyed the country. By the end

of the war, the U.S. military had used 7 million tons of bombs on Vietnam—more than all the bombs dropped on Europe and Japan during World War II. The ultimate human cost of the Vietnam War was staggering for all sides: an estimated 2 million Vietnamese civilians, 1.1 million North Vietnamese soldiers, 200,000 South Vietnamese soldiers, and 58,000 U.S. soldiers were killed.

The Vietnam War had a tremendous impact on American society and culture, in large part because it was the first American war to be televised. As a result, the American press played a significant, unforeseen role in the war, especially in the arena of public opinion. The photographs, videos, and opinions of American journalists, coupled with the simple fact that young Americans were dying on foreign soil against an enemy that did not threaten the United States directly, turned much of the American public against the war. This enormous power of the media and public distrust of the government have been a mainstay of American society ever since. Decades later, the war still figures prominently in American film and literature, and the black granite wall of the Vietnam Veterans Memorial in Washington, D.C., remains one of the most potent symbols of American loss.

Vietnam War

US History

Name: _____

"Much of the nation supported Lyndon Johnson's determination to contain communism in Vietnam. In the years following 1965, President Johnson began sending large numbers of American troops to fight alongside the South Vietnamese. Even after Congress had approved the Tonkin Gulf Resolution, President Johnson opposed sending U.S. ground troops to Vietnam. Johnson's victory in the 1964 presidential election was due in part to charges that his Republican opponent, Barry Goldwater, was an anti-Communist who might push the United States into war with the Soviet Union. In contrast to Goldwater's heated, warlike language, Johnson's speeches were more moderate, yet he spoke determinedly about containing communism. He declared he was 'not about to send American boys 9 or 10,000 miles away from home to do what Asian boys ought to be doing for themselves.' However, in March of 1965, that is precisely what the president did. Working closely with his foreign-policy advisers, particularly Secretary of Defense Robert McNamara and Secretary of State Dean Rusk, President Johnson began dispatching tens of thousands of U.S. soldiers to fight in Vietnam. Some Americans viewed Johnson's decision as contradictory to his position during the presidential campaign. However, most saw the president as following an established and popular policy of confronting communism anywhere in the world. Congress, as well as the American public, strongly supported Johnson's strategy.

By the end of 1965, the U.S. government had sent more than 180,000 Americans to Vietnam. The American commander in South Vietnam, General William Westmoreland, continued to request more troops. The United States entered the war in Vietnam believing that its superior weaponry would lead it to victory over the Vietcong. However, the jungle terrain and the enemy's guerrilla tactics soon turned the war into a frustrating stalemate. Westmoreland's strategy for defeating the Vietcong was to destroy their morale through a war of attrition, or the gradual wearing down of the enemy by continuous harassment. Introducing the concept of the body count, or the tracking of Vietcong killed in battle, the general believed that as the number of Vietcong dead rose, the guerrillas would inevitably surrender. However, the Vietcong had no intention of quitting their fight. Quoting body-count statistics that showed large numbers of communists dying in battle, General Westmoreland continually reported that a Vietcong surrender was imminent. The repeated television images of Americans in body bags told a different story, though. Critics charged that a credibility gap was growing between what the Johnson administration reported and what was really happening. By 1967, Americans were evenly split over supporting and opposing the war." ~ *The Americans*

1. Lyndon Johnson gained authority to conduct the war in Vietnam with

- (1) A Congressional declaration of war.
- (2) The Vietnam Freedom Act.
- (3) The Gulf of Tonkin Resolution.
- (4) The War Powers Act.

2. A particular difficulty of the Vietnam War was determining

- (1) How to restore French power.
- (2) Who was the enemy.
- (3) How America got involved.
- (4) if the United Nations would intervene.

The Vietnam War

US History

Name: _____

Do Now: Timeline for the Vietnam War, 1954 – 1973

Vietnam: From French Colony to Two States

- In 1954, the Vietnamese led by Ho Chi Minh defeated the French
- At the Geneva Conference that followed, Laos and Cambodia became independent states; Vietnam was divided into two: Ho Chi Minh and Vietnamese Communists controlled the north, while a pro-Western state was established in the south
- The country was to be reunited after elections were held in 1956
- South Vietnamese leaders refused to hold elections for the unification of Vietnam; they feared elections in the North would not be free
- Soon afterwards, South Vietnamese Communists (Vietcong) with North Vietnamese support began a guerrilla war against the government of South Vietnam

Vietnam and President Kennedy, 1961 – 1963:

- Sent aid and military advisers to assist in fighting the Vietcong
- Feared the domino theory; if South Vietnam fell to communism, others would follow

Vietnam and President Johnson, 1963 - 1968:

- Gulf of Tonkin Resolution: In 1964, Johnson announced that the North Vietnamese had attacked U.S. ships in international waters in the Gulf of Tonkin
 - a) Congress voted to give Johnson full military powers to stop North Vietnamese aggression; but it was revealed that U.S. ships were in North Vietnamese waters
- Although Congress had not officially declared war, President Johnson used the Gulf of Tonkin Resolution to escalate the war; By 1968, half a million U.S. soldiers were stationed in South Vietnam
- New weapons like napalm, a fire bomb, inflicted great damage, while herbicides like Agent Orange destroyed the jungle cover used by the Vietcong to hide
- The Tet Offensive: In 1968, the Vietcong launched a massive offensive throughout South Vietnam, seizing many major cities
 - a) Although American forces finally drove the Vietcong from strongholds, the offensive marked a turning point in the war; even with half a million troops in Vietnam, victory was far away
- Opponents of the war joined in marches, demonstrations, and rallies; young men burned their draft cards

Vietnam and President Nixon, 1969 – 1973:

- Vietnamization: Under this policy, the army of South Vietnam gradually took over the fighting, allowing the withdrawal of U.S. forces
- Invasion of Cambodia: Nixon believed the war could be shortened if supply routes through Cambodia from North to South Vietnam could be cut; in 1970, American troops invade Cambodia;
- Nixon negotiated with China and Soviet Union to put pressure on North Vietnam

Legacy:

- Congress attempted to reclaim greater authority in determining policy by passing the War Powers Act (1973); set limits on power of President during wartime
 - In 1975, Vietnam fell to communism and thousands fled on small boats (boat people)
- ~ The Key to Understanding U.S. History and Government

- 1- Who was Ho Chi Minh and why was he significant?

- 2- What happened at the Geneva Conference in 1954?

- 3- What was to happen in 1956?

- 4- Why did this not happen?

- 5- Who were the Vietcong and what did they want?

- 6- What is guerrilla warfare?

- 7- Explain the domino theory.

- 8- What did President Kennedy send to Vietnam?

- 9- What did the U.S. claim happen in the Gulf of Tonkin?

- 10- What actually happened in the Gulf of Tonkin?

- 11- What was the Gulf of Tonkin Resolution?

- 12- By 1968, how many American soldiers were in Vietnam?

- 13- What new weapons were used in Vietnam?

- 14- Why did the American military use Agent Orange in Vietnam?

- 15- What happened during the Tet Offensive?

- 16- Why was the Tet Offensive a turning point in the war?

- 17- How did some Americans demonstrate their discontent with the Vietnam War?

- 18- Explain President Nixon's Vietnamization policy?

- 19- Why did the U.S. invade Cambodia?

- 20- Why did Nixon negotiate with communist China and the Soviet Union?

- 21- What happened to Vietnam in 1975?

- 22- What did the War Powers Act limit?

- 23- Who were the boat people and why did they flee South Vietnam?

1. A constitutional issue that was frequently raised about United States involvement in the Korean conflict and the Vietnam conflict was the
 - (1) right to regulate commerce with foreign nations
 - (2) use of deficit spending to finance wars
 - (3) lack of a formal declaration of war by Congress
 - (4) Supreme Court's role in foreign policy decision-making
2. The primary purpose of the War Powers Act (1973) is to
 - (1) limit Presidential power to send troops into combat
 - (2) allow for a quicker response to a military attack
 - (3) assure adequate defense of the Western Hemisphere
 - (4) stop the use of troops for nonmilitary purposes
3. The United States experience in the Vietnam War supports the idea that the outcome of a war
 - (1) is determined mainly by technological superiority
 - (2) is dependent on using the greatest number of soldiers
 - (3) is assured to countries dedicated to democratic ideals
 - (4) can be strongly affected by public opinion
4. Which event led directly to the end of the cold war?
 - (1) reunification of Germany
 - (2) formation of the European Union
 - (3) breakup of the Soviet Union
 - (4) creation of the North Atlantic Treaty Organization (NATO)
5. One way in which the Korean War, the Vietnam War, and the Persian Gulf War are similar is that in all three wars
 - (1) the goal was to defeat the Soviet Union
 - (2) the United States was primarily interested in protecting oil supplies
 - (3) the United States was fighting without allies
 - (4) no formal declaration of war was made by Congress
6. Which development is most closely associated with the belief in the domino theory?
 - (1) military involvement in Vietnam
 - (2) construction of the Berlin Wall
 - (3) signing of the nuclear test ban treaty
 - (4) end of the Korean War
7. The primary purpose of President Richard Nixon's policy of détente was to
 - (1) expand United States military involvement in Southeast Asia
 - (2) assure an adequate supply of oil from the Middle East
 - (3) ease tensions between the United States and the Soviet Union
 - (4) maintain a favorable balance of trade with China
8. In the Truman Doctrine, President Harry Truman pledged to
 - (1) support Greece in its fight against communist aggression
 - (2) fight hunger in Africa and Asia
 - (3) strengthen the United States nuclear arsenal
 - (4) reject a policy of containment

Reading: The My Lai Massacre [digitalhistory.uh.edu]

“On the morning of March 16, 1968, soldiers of Charlie Company, a unit of the Americal Division’s 11th Infantry Brigade arrived in the hamlet of My Lai in the northern part of South Vietnam. They were on a ‘search and destroy’ mission to root out 48th Viet Cong Battalion thought to be in the area.

The unit met no resistance in My Lai, which had about 700 inhabitants. Indeed, they saw no males of fighting age. They only found villagers eating breakfast.

Nevertheless, over the next three hours they killed as many as 504 Vietnamese civilians. Some were lined up in a drainage ditch before being shot. The dead civilians included fifty age 3 or younger, 69 between 4 and 7, and 27 in their 70s or 80s.

In addition, Vietnamese women were raped; other civilians were clubbed and stabbed. Some victims were mutilated with the signature ‘C Company’ carved into the chest.

One soldier would testify later, ‘I cut their throats, cut off their hands, cut out their tongues, scalped them. I did it. A lot of people were doing it and I just followed. I lost all sense of direction.’ Only one American was injured – a GI who had shot himself in the foot while clearing his pistol.

In one incident, a soldier, Robert Maples, refused an order to fire his machine gun on people in a ditch, even when his commanding officer trained his own weapon him. Hugh Thompson, a helicopter pilot had threatened to fire on the American troops in order to rescue Vietnamese women and children from the slaughter. After seeing U.S. troops advancing on a Vietnamese family, he landed his helicopter, called in gunships to rescue the civilians, and ordered his gunner to fire on any American who interfered.

The My Lai massacre took place shortly after the Tet Offensive. Late in January 1968, Viet Cong guerrillas and North Vietnamese soldiers had launched attacks on urban areas across South Vietnam. Charlie Company had arrived in Vietnam three months before the My Lai massacre. Charlie Company had suffered 28 casualties, including five dead. Just two days before the massacre, on March 14, a ‘C’ Company squadron encountered a booby trap, killing a popular sergeant, blinding one GI and wounding several others.”

- 1- What happened on the morning of March 16, 1968?**

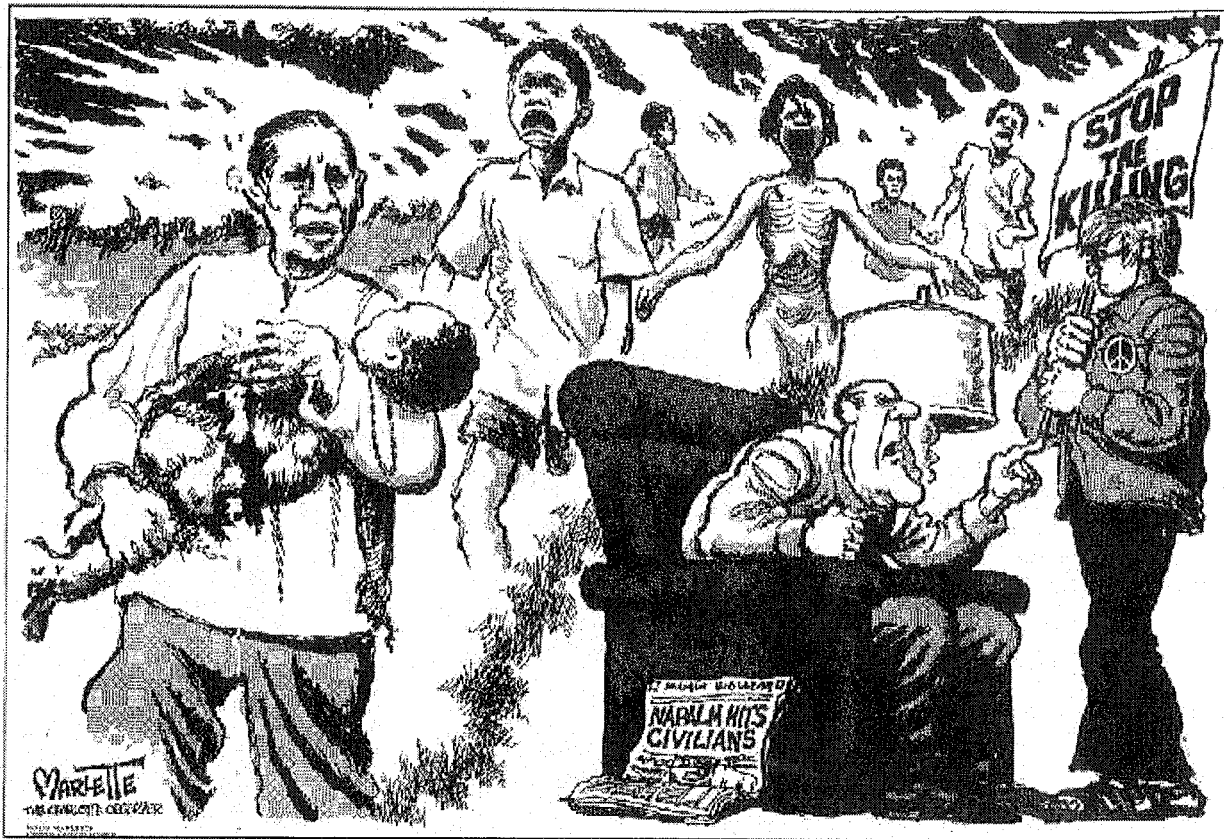
- 2- Identify the most disturbing aspects of the My Lai massacre:**

- 3- Who was Robert Maples and what did he refuse to do?**

- 4- Who was Hugh Thompson and what did he do?**

- 5- What seemed to increase the frustration of the American soldiers who committed these atrocities?**

Analyze the following images:



"You Peaceniks Burn Me Up!"

Explain the meaning of the political cartoon.



"I hope the Viet Cong know this!"

Explain the meaning of the political cartoon.



"Name a Clean One."

Explain the meaning of the political cartoon.

The My Lai Ditch Claims Another Victim



Explain the meaning of the political cartoon.

The Vietnam War and Changing U.S. Policies Review

US History

Name: _____

Activity 1: Matching

1. Vietnam had been _____ into a Communist north and a non-Communist south during the early years of the Cold War. When a civil war broke out, Eisenhower sent U.S. military advisers to help train South Vietnamese soldiers.	Kent State University _____
2. When Kennedy became president in 1961, he continued to support _____ Vietnam. Hoping to prevent a Communist takeover, he increased the number of U.S. military advisers from 2,000 in 1961 to 16,000 in 1963.	Drafted _____
3. In 1964, President Johnson concluded that South Vietnam's government was in danger of losing control of the country to the _____ - South Vietnamese Communist guerrillas who had strong support from the North Vietnamese government. Johnson believed that the use of U.S. troops would stop the spread of communism in South Vietnam and the rest of Southeast Asia ("Domino Theory").	Gulf of Tonkin Resolution _____
4. In August 1964, two U.S. ships reported that they had been attacked by North Vietnamese gunboats in the Gulf of Tonkin off the coast of North Vietnam. Johnson asked Congress for a resolution increasing military aid to South Vietnam. Congress approved the _____.	Hawks _____
5. As more young Americans were _____ and sent to fight in Vietnam, many college students questioned Johnson's war policy.	Divided _____
6. By 1966, the nation was sharply divided between "doves" (those who opposed the war) and _____ (those favoring greater use of military power in Vietnam).	Vietcong _____
7. President Nixon announced that U.S. troops would gradually be withdrawn from Vietnam while South Vietnamese troops were trained to carry on the war by themselves. Nixon called this strategy _____.	South _____
8. In 1970, news of the bombing of Cambodia led to protests on many college campuses. At _____ in Ohio, four students were killed and several wounded when the National Guard opened fire to break up a peaceful demonstration.	Cease-Fire _____
9. In 1973, the United States and North Vietnam agreed to a _____.	Communism _____
10. In 1975, South Vietnam fell to _____ and Vietnam was reunited.	Vietnamization _____

